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## INTRODUCTION

The Utah Academic Language Proficiency Assessment (UALPA) is designed to assess the proficiency level of English language learners. The primary purpose of this assessment is to provide educators with a total proficiency score for use in their schools, districts, and state, as mandated by the No Child Left Behind Act of 2001. Students will be assessed in the four language acquisition modalities of speaking, listening, reading, and writing. Additionally, a comprehension score will be calculated. The comprehension score is a composite of the reading and listening modality scores. A scale score will be determined for overall proficiency. Raw scores will be reported for each modality, including comprehension.

### Background Information on the UALPA

- The No Child Left Behind Act of 2001 requires that all K-12 English language learners identified as needing English as a second language instruction have their proficiency level determined and progress reported annually.
- The participation of all districts and schools is required.
- The UALPA was established to determine overall English language proficiency for ELL/LEP accountability purposes.
- The primary purpose of this assessment is to provide educators with a total proficiency score for each ELL/LEP student in their schools, district, and state, as mandated by the No Child Left Behind Act of 2001.
- The UALPA was designed to assess the proficiency level of English Language Learners (ELL) and Limited English Proficient (LEP) students through the four modalities of Speaking, Listening, Reading and Writing.

### Purpose of This Manual

This manual is intended to serve the unique informational needs of District Testing and Assessment Directors, District ALS Directors, and District and School Testing Coordinators involved in UALPA administration. Specific instructions for step-by-step test administration for each modality can be found in the UALPA *Test Administration Manual*. *Test Administration Manuals* are specific to the grade span and modality(ies) being administered (see the testing materials information). Information that is available in the *Test Administration Manuals* may be referenced in this manual, but is not repeated. The *Test Administration Manuals* accompany the test materials. Additionally, the general sections of the *Test Administration Manual* are available in Appendix A of this *Coordinator's Manual*. Both the *Coordinator's Manual* and the *Test Administration Manuals* should be used.

## SUMMARY OF INFORMATION IN ACCOMPANYING TEST ADMINISTRATION MANUAL

- Test Organization
- Test Administration
- Testing Materials
- Typographic Cues
- Overview of Test Schedule
- Frustration Level
- Prompting or Repeating Test Information Guidelines
- Scoring and Reporting
- Assessment Accommodations
- Marking the Special Codes Box

- Test Security
- Testing Ethics
- Checklist for Test Administrators/Proctors
- Frequently Asked Questions
- Instructions for Coding Blank Answer Sheets
- Specific Instructions and Scripting for Each Modality

### **RESPONSIBILITIES OF ASSESSMENT AND ALS DIRECTORS AND SCHOOL TESTING COORDINATORS**

It is the responsibility of Directors and Coordinators to provide oversight and guidance for actual administration of the UALPA. This is to include making sure:

- Proper individuals are assessed.
- Test schedules are developed.
- Materials are properly:
  - Ordered from the USOE.
  - Distributed to schools.
  - Answer documents returned to the USOE.
- Test administrators/proctors are qualified and trained.
- Districts' new ELL/LEP students' IPT proficiency level and demographic information is submitted in spreadsheet format to the USOE.

### **Test Administrator/Proctor Expectations and Training**

Test administrator/proctors:

- Need to be fluent in English and should have excellent English pronunciation, intonation, and articulation.
- Are responsible for administering the test in a standardized fashion as prescribed by the *Test Administration Manual*.
- Should be properly trained in the administration of the UALPA (the USOE has offered this training Oct 5, 19, and 25).
- Should be thoroughly familiar with the *Test Administration Manual* for the grade spans they are administering.
- Should read aloud to the students only the words in italics.
- Monitor the completion of answer documents so that they are completed in an appropriate fashion.

### **Which Students Should Be Assessed?**

All ELL/LEP students who are newly enrolled and all students who have previously been designated as A, B, or C proficiency level students as designated by IPT assessments.

### **Assessment Accommodations**

To meet the special needs of students with disabilities and students with 504 plans, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge. To obtain detailed information about the Utah State Office of Education policy for assessment accommodations, refer to the document *Assessment Participation and Accommodations Policy*. This document is available at the following URL: [http://www.schools.utah.gov/eval/DOCUMENTS/Special\\_Needs\\_Participation\\_Requirements.doc](http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Participation_Requirements.doc).

Decisions about accommodations must be made in **advance** by the appropriate IEP or 504 team and documented in the student's file. Individual teachers **may not** make decisions regarding assessment accommodations at the time of test administration.

This assessment is for students with an ELL classification. Therefore, accommodations should only be made if the student also qualifies under an IEP or 504 Plan.

For the UALPA (Utah Academic Language Proficiency Assessment) the following accommodations are not allowed:

- Bilingual Word List
- Translated formulas
- Directions (oral translation)
- Questions (oral translation)

The application of these accommodations would invalidate test results.

## DUAL SCORE REPORTING

The 2006-2007 school year is a time of language acquisition assessment transitions and necessitates a process of dual score reporting. This process will be used for purposes of correlating the previous assessment instrument and the current assessment instrument. This process will allow USOE to statistically equate accountability and score interpretations from IPT to UALPA. Districts will be required to report IPT proficiency level and demographics on students who are new to their District and who have been given the IPT for placement.

Information pertaining to dual score reporting should be submitted to Measured Progress. The electronic site to which districts will report the information and a file layout will be sent by January 15, 2007. One document per district is to be submitted with the following information: Last Name, First Name, Middle Name/Initial, District Number, School Number, LEA student ID, SSID, IPT level, Ethnicity, Gender, Primary Language, Parent's Primary Language, Grade, and Instruction Type.

This information should be submitted no later than April 30, 2007. Districts will also need to submit an 'All Student File' to USOE by April 30, 2007. This file is to include all students enrolled up to April 30, 2007. Districts must ensure that each ELL student's LEP code level (A, B, C, D, or E) is included before submitting their 'All Student File' to USOE. Students who receive an IPT placement score after this date will not be included in the correlating study.

## TESTING MATERIALS

The testing materials are organized as follows:

Test Material	Grade Span	Modality Included	Answer Document
Form 1 (Flipchart)	Kindergarten	Speaking, Listening, Reading, Writing (Inventory)	One per student, completed by test administrator/proctor.
Form 1-A (Elementary Flipchart)	1-2, 3-6	Speaking	Test administrator/proctor marks answers on speaking section of student answer document.

Form 1-B (Secondary Flipchart)	7-8, 9-12	Speaking	Test administrator/proctor marks answers on speaking section of student answer document.
Form 1 (Consumable Booklet)	1-2	Listening, Reading, Writing	Student answers directly in consumable test booklet (Speaking responses marked in same booklet).
Form 1 (Non-Consumable Booklet)	3-6, 7-8, 9-12	Listening, Reading, Writing	Separate Answer Document, one per student (Speaking responses marked on same document).

In addition to the testing materials for the students, a *Test Administration Manual* is provided for test administrators/proctors to ensure uniform test administration.

## TEST SECURITY

All test booklets, flipcharts, test administration manuals, answer documents, and supporting materials associated with the UALPA are confidential and secure. No part of any test booklet or other materials listed above may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system. **All test booklets (used and unused), answer documents (used and unused), and test administration manuals must be returned to the testing coordinator at the completion of test administration each day.**

The UALPA materials are highly secure and should be treated accordingly. Specifically:

- Tests should be handled only by qualified personnel.
- A system should be in place to ensure that all test booklets and answer documents are distributed and collected in a systematic and secure fashion.
- All test booklets and answer documents should be accounted for at the conclusion of testing.

The test administrator/proctor is responsible for returning all **used and unused** testing materials (including this *Test Administration Manual*) to the testing coordinator.

### Testing Ethics

**Under no circumstances should questions from these tests be taught to or reviewed with students. Copying the test is not permitted.** Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in the loss of teacher licensure.

For further information regarding test security and testing ethics, see the Utah State Board of Education Rule R277-473 at the following URL:

<http://www.rules.utah.gov/publicat/code/4277/42787-473.htm>

## MATERIALS ORDERING INFORMATION

It is the responsibility of the districts to properly order the materials required for UALPA administration. The USOE has provided an order sheet (see appendix B) that should have already been completed by the District Testing or Assessment Director. If large print or Braille materials are required, this must be specified in advance.

For ordering information and details, contact Sarah West-Moore or Erin Cotten at the USOE.

### **Delivery of Materials to Districts**

Materials will be delivered to districts according to ordering specifications provided by the districts. Materials will be delivered as they are available. It is the responsibility of the districts to inventory and confirm the materials they have received. For all orders delivered, a packing slip will be enclosed per box and per order. It is the responsibility of districts to order the required amount of materials and to confirm receipt of ordered materials.

Answer documents and pre-print labels will be delivered from USOE Computer Services. All other materials will be delivered from USOE Assessment and Accountability.

### **Pre-Printed Label Ordering**

Labels will be provided by USOE Computer Services to be applied to answer documents by district personnel to serve to provide pre-printed information on answer documents.

It is up to the discretion of the districts as to the frequency of ordering pre-printed labels. Pre-printed labels should be ordered no more frequently than once per month.

On a periodic basis (once a month is suggested), the district will submit a pre-print file to USOE Computer Services (Sharon Marsh) containing records of returning ELL/LEP students whose test administration will be occurring in the next month (or otherwise decided on time period). The pre-print file must be submitted at least 10 working days prior to the date labels are needed by the district. The USOE will print and deliver labels back to the district. District staff, working off of a list of students to be tested, will apply labels to the appropriate number of answer documents prior to test administration.

For students who have not previously taken a language acquisition assessment for measurement purposes, answer documents will need to be hand-bubbled since those students will not have been identified as ALS students in the LEA SIS. However, new students to the district will need to be given a SSID number before UALPA administration. This number will facilitate correlating the student's test scores with the district's submitted student demographics and IPT score. For greater IT detail, see Appendix C.

### **Return of Materials to the USOE**

**All** testing materials must be returned from the schools to the district office. Once the District Assessment Director receives the materials from the School Test Coordinators, the District Assessment Director finalizes the packaging and shipping of materials.

UALPA answer document materials must be delivered to the USOE by one of two different delivery dates.

- February 28, 2006
  - A minimum of 50% of all students who are required to be tested
- May 15, 2006
  - All remaining students who are required to be tested

Answer documents must be returned to:

**USOE  
c/o Assessment and Accountability  
Sarah West-Moore  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200  
(801) 538-7862  
E-mail: sarah.moore@schools.utah.gov**

Materials must be hand-delivered to the USOE or sent via another appropriate package carrier. Do **not** send them by U.S. Mail.

Packaging instructions:

- Districts should send all answer documents (answer documents and consumable student booklets) at the same time.
- Have each grade span separated within the boxes and clearly marked.
- Place all answer documents and consumable student booklets in the provided, boxes with enough packing material so that movement of materials inside is minimal.
- Tape the box securely with heavy-duty tape. Cellophane and masking tape are not strong enough and are not recommended.

All other testing materials (*Test Administration Manuals*, flipcharts, and student booklets) should be securely destroyed by the districts.



## **APPENDIX A: GENERAL SECTION OF *TEST ADMINISTRATION MANUAL***

Note: Pages and page breaks do not align directly with the actual document, but all information is consistent with published *Test Administration Manuals*.

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## INTRODUCTION

The Utah Academic Language Proficiency Assessment (UALPA) is designed to assess the proficiency level of English language learners. The primary purpose of this assessment is to provide educators with a total proficiency score for use in their schools, districts, and state, as mandated by the No Child Left Behind Act of 2001. Students will be assessed in the four language acquisition modalities of speaking, listening, reading, and writing. Additionally, a comprehension score will be calculated. The comprehension score is a composite of the reading and listening modality scores.

## OVERVIEW OF THE TEST

UALPA is designed to be administered by grade span. The grade spans are:

- Kindergarten
- Grade span 1-2: 1<sup>st</sup> through 2<sup>nd</sup> grade
- Grade span 3-6: 3<sup>rd</sup> through 6<sup>th</sup> grade
- Grade span 7-8: 7<sup>th</sup> through 8<sup>th</sup> grade
- Grade span 9-12: 9<sup>th</sup> through 12<sup>th</sup> grade

Students should take the grade span test that applies to the grade in which they are currently enrolled.

**Students will be tested annually until they reach the Advanced level on the UALPA.** Contact the testing coordinator with any questions you have about which students should be tested.

### Test Organization

The UALPA is divided into four modalities: Speaking, Listening, Reading, and Writing.

Each modality contains a combination of multiple choice items, short response items, and long response items. In the kindergarten grade span, the Writing modality is a skill inventory.

### Test Administration

For the Kindergarten grade span, all modalities will be administered one-to-one (individually) and the test administrator/proctor will mark the student's answers on the student answer document. In all other grade spans, only the Speaking modality is required to be administered individually, with the test administrator/proctor marking student responses on the student answer sheet for the Speaking modality section. Students will mark their answers to the Listening, Reading, and Writing modalities on a single student completed answer document or directly in their test booklet for grade span 1-2. Students are expected to respond to the writing and reading prompts in sentences or paragraphs.

The Listening, Reading, and Writing modalities should be administered in a group setting if more than one student needs to be tested. Students should be tested in groups of ten (10) whenever possible. If testing must occur in larger groups, group size should never exceed twenty (20) students.

**This is an English language proficiency assessment; students must respond in English in order for responses to be considered correct.**

### Testing Materials

The testing materials are organized as follows:

Test Material	Grade Span	Modality Included	Answer Document
Form 1 (Flipchart)	Kindergarten	Speaking, Listening, Reading, Writing (Inventory)	One per student, completed by test administrator/proctor
Form 1-A (Elementary Flipchart)	1-2, 3-6	Speaking	Test administrator/proctor marks answers on speaking section of student answer sheet.
Form 1-B (Secondary Flipchart)	7-8, 9-12	Speaking	Test administrator/proctor marks answers on speaking section of student answer sheet.
Form 1 (Consumable Booklet)	1-2	Listening, Reading, Writing	Student answers directly in consumable test booklet (Speaking responses marked in same booklet)
Form 1 (Non-Consumable Booklet)	3-6, 7-8, 9-12	Listening, Reading, Writing	Separate Answer Document, one per student (Speaking responses marked on same document)

In addition to the testing materials for the students, this *Test Administration Manual* is provided for test administrators/proctors to ensure uniform test administration in order to produce high-quality, reliable test data.

This *Test Administration Manual* includes:

- Specific instructions for administering the test.
- Scripting for directions and questions that are to be read aloud.
- Scoring guides where appropriate.
- Frequently asked questions section.

Before beginning, test administrators/proctors should read this *Test Administration Manual* thoroughly. If there are questions regarding the administration or materials for the test, contact the district testing coordinator.

Those individuals who are administering the test need to be fluent in English and should have excellent English pronunciation, intonation, and articulation.

### **Typographic Cues for Test Administrators/Proctors**

The following types of information are shown with typographic cues:

- *The information to be read aloud to students is printed in italics.* It is imperative that the test administrator/proctor not vary the scripted materials in any way. Give all directions and scripting in English.
- **Instructions to the test administrator/proctor are printed in bold.**
- **Pause** means to wait briefly.
- All other information is presented in regular type.

## **OVERVIEW OF THE TEST SCHEDULE**

Each modality of the UALPA is designed to take approximately 30 minutes; however, the test is not timed. Every student should be provided sufficient opportunity to complete the test.

It is strongly recommended that the UALPA be administered over two days. The Speaking and Listening modalities should be administered on the first day of testing. The Reading and Writing modalities should be administered on the second day of testing. For grade spans other than Kindergarten, and to avoid testing fatigue, no more than two modalities should be administered on the same day unless the student has reached the frustration level (refer to “Frustration Level” section below) on one or more of the modalities. Students may have a break between the modalities.

The test administrator/proctor will need to schedule testing for students who require accommodations that cannot be provided during the regular testing sessions.

## **FRUSTRATION LEVEL**

All modalities must be administered to every student. The concept of frustration level allows for test administration to be stopped if a student is obviously unable to respond to the test prompts. This section provides guidance for the test administrator/proctor to apply in using his/her professional judgment to make this determination. It allows for flexibility to meet student needs while maintaining a necessary level of test standardization.

Frustration level is defined as when a student has made five consecutive scores of "0" or is obviously unable to respond to test prompts.

Determinations of frustration level **cannot** be made in group administration of modalities. Once students have begun a modality in a group administration setting, they are expected to attempt the entirety of the modality.

If the frustration level is determined during the Speaking modality in any grade span, all other modality subtests should be administered individually (not in a group administration setting) for that student. If frustration level is determined to have been reached in a modality, the test administrator/proctor should mark the "FL" option in the "Office Use Only" portion of the answer sheet, indicating that frustration level was reached for that modality, and administer the next modality individually.

### **Detailed Description of Determining Frustration Level**

The test administrator/proctor will determine if a student has reached the frustration level in the following manner:

1. The Speaking modality is always administered individually and prior to the other modalities. The test administrator/proctor marks the student's answers on the answer sheet, as determined using the corresponding scoring guide. If the student makes five consecutive scores of "0" (incorrect or "no response"), the test administrator/proctor will stop the Speaking modality by saying, *Thank you. Now we will begin another test.* The test administrator/proctor will mark the "office use only" portion of the answer sheet, indicating that frustration level was reached for this modality, and administer the next modality individually.
2. Next the Listening modality will be administered individually to that student following the script in this *Test Administration Manual*. The test administrator/proctor should now use his/her professional judgment to determine whether the student is able to respond to the prompts/questions in this modality. If the student is unable to respond to the prompts/questions, the test administrator/proctor should make the determination that frustration level has been reached. The test administrator/proctor will stop the Listening modality by saying, *Thank you. Now we will begin another test.* The test administrator/proctor will mark the "office use only" portion of the answer sheet, indicating that frustration level was reached for this modality, and administer the next modality individually.
3. Then the Reading modality will be administered individually to that student following the script in this *Test Administration Manual*. The test administrator/proctor should continue using his/her professional judgment to determine whether the student is able to respond to the prompts/questions in this modality. If the student is unable to respond to the prompts/questions, the test administrator/proctor should make the determination that frustration level has been reached. The test administrator/proctor will stop the Reading modality by saying, *Thank you. Now we will begin another test.* The test administrator/proctor will mark the "office use only" portion of the answer sheet, indicating that frustration level was reached for this modality, and administer the next modality individually.
4. Finally, the Writing modality will be administered individually to that student following the script in this *Test Administration Manual*. The test administrator/proctor should continue using his/her professional judgment to determine whether the student is able to respond to the prompts/questions in this modality. If the student is unable to respond to the prompts/questions, the test administrator/proctor should make the determination that frustration level has

been reached. The test administrator/proctor will stop the Writing modality by saying, *Thank you. We are now done with the test.* The test administrator/proctor will mark the “office use only” portion of the answer sheet indicating that frustration level was reached for this modality.

5. The student is now finished with the UALPA.

**Remember that all students must have all modalities administered to them at least to frustration level.**

## PROMPTING OR REPEATING TEST INFORMATION

Prompting is defined as providing additional information to students beyond the specific scope of these instructions. In general, prompting is **not** allowed during this test because it may give an unfair advantage to some students. The following are examples of prompting:

- elaborating on questions
- clarifying information provided in reading selections or any test question
- pointing out specific information in items or graphics
- providing cues that might normally be part of instructional strategies
- suggesting strategies that a student may use to arrive at a correct response

In specific situations, however, where partial or unclear responses are given, the test administrator/proctor may offer either of these prompts to clarify the student's response:

- *I don't understand what you said.*
- *Can you tell me more?*

If there is a distraction or interruption in the classroom, the test administrator/proctor may repeat the selection or question.

**The test administrator/proctor should allow approximately a 15-second pause for a student to begin a response to a question.** This gives the student time to gather his/her thoughts and to think carefully before responding in English. If a student has not responded after 15 seconds, the test administrator/proctor should move on to the next item or task and score the item as though the student gave no response, "0."

In the Speaking modality, the test administrator/proctor may repeat direction prompts or questions only once, if necessary, but he/she must do so before the student begins his/her response. If the student still does not understand what is being asked, the test administrator/proctor should score that item as though the student gave no response, "0."

In the Listening modality, the test administrator/proctor may repeat direction prompts only once. For directions preceding stories or passages, prompts are already written for the test administrator/proctor to read twice. When the section with stories/passages is reached, the test administrator/proctor may **not** repeat the stories/passages or the prompts beyond what is specified in the script.

In the Reading and Writing modalities, the test administrator/proctor may repeat direction prompts only once.

If the test administrator/proctor repeats directions when allowed, he/she must not modify them in any way.



## SCORING AND REPORTING

The Listening, Reading, and Writing modalities in their entirety (including short and long response items) will be scored by a state contractor for the 2006-2007 school year. Reports will be generated as quickly as possible and distributed to schools and districts. In order to facilitate the quick turnaround of results, it is critical that schools adhere to the testing and returning of materials schedules.

When the test administrator/proctor is to score an item, a scoring guide will appear in this *Test Administration Manual* below the question. This will be the situation only for the Speaking modality (which is in the elementary or secondary grade span flipchart) and for all open response items in the Kindergarten grade span. Prior to testing, the test administrator/proctor should review each scoring guide for the test items being administered to gain familiarity with the responses that are required for each test item.

### Marking Student Answer Sheets

- Kindergarten – The test administrator/proctor will mark the student answer sheet for all modalities. See below for marking student scored responses. For multiple-choice items, letter choices are identified next to the option squares on the student side of the flipchart. The test administrator/proctor marks the option indicated by the student on the student answer sheet. The Writing modality is a skill inventory.
- Grade Span 1-2 – The student will mark an answer to each question in the consumable student booklet for the Listening, Reading, and Writing modalities.
- Grade Spans 3-6, 7-8, and 9-12 – The student will mark an answer to each question on an answer sheet for the Listening, Reading, and Writing modalities.
- Speaking modalities for all grade spans – The test administrator/proctor will mark answers on the speaking section of the student answer sheet.
- Scoring and marking for numerically scored response items – This applies to Speaking modalities for all grade spans as well as Listening and Reading modalities for Kindergarten.
  - Scoring – Scoring guides are provided for these items. The scoring guides include rubrics and, where answers may vary, examples of acceptable responses for each score possibility. These examples are intended to be clarification guides for the prescriptive rubrics, not a comprehensive list of appropriate responses. It is possible that a student will give an answer that is not included in the guides. In this case, the test administrator/proctor will use professional judgment, based on the information provided in the scoring guide, to score the answer. It is important to review scoring guides for the test items being administered to gain familiarity with the responses that are required for each test item. **All responses should be**

**given verbally and must be in English to be considered correct.**

- Marking – The test administrator/proctor will mark answers on the appropriate section of the student answer sheet where letter options are provided. Therefore, the test administrator/proctor will use the following equivalencies for marking numerically scored response items.

A = 0      B = 1      C = 2      D = 3      E = 4

## ASSESSMENT ACCOMMODATIONS

To meet the special needs of students with disabilities and students with 504 plans, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge. To obtain detailed information about the Utah State Office of Education policy for assessment accommodations, refer to the document *Assessment Participation and Accommodations Policy*. This document is available at the following URL:

[http://www.schools.utah.gov/eval/DOCUMENTS/Special\\_Needs\\_Participation\\_Requirements.doc](http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Participation_Requirements.doc).

Decisions about accommodations must be made in **advance** by the appropriate team and documented in the student's file. Individual teachers **may not** make decisions regarding assessment accommodations at the time of test administration.

## MARKING THE SPECIAL CODES BOX

### Basic Rules

- The special codes box is to be marked only for a small percentage of students.
- A blank pre-printed answer sheet will be interpreted as “not participating” in terms of accountability, unless a reason is marked in the special codes box.
- **ALL answer sheets must be returned to the USOE for scoring, reporting, and accountability.**

Mark the special codes box on the answer sheet only if a student:

- Participated in a non-standard administration of the test (mark reason in *non-standard participation* section).
- Did not mark any answers even though there were efforts to encourage participation in the assessment (mark reason in *non-participation* section).
- Did not participate in the assessment (mark reason in *non-participation* section).

For non-standard participation mark:

- "Accommodated" if accommodations were provided. In addition, indicate in the "Accommodations" box specific accommodations provided.
- "Modified" if a modified assessment was administered.
- "UAA" if the student participated in Utah's Alternate Assessment.

For non-participation mark:

- "Absent" if the student was not present during any part of the test administration period and was not able to make up the test.
- "Excused" if the student could not take the test as a result of a medical emergency.

- “Officially withdrawn from school” if the student is no longer enrolled in the school.
- “ELL First Year in U.S. Before April 15” if the student is an ELL student and enrolled before **April 15** of the current school year.
- “ELL First Year in U.S. April 15 or later” if the student is an ELL student and enrolled on or after **April 15** of the current school year.
- “Private or Home School” if the student is educated in a private or home school setting.
- “RT” if the student refused to take the test.
  - This should be marked in the "Office Use Only" section for **each** modality the student refused to respond to.
- “Unknown student” if the answer sheet was pre-printed for a student who cannot be identified as ever having been enrolled in the school.

## TEST SECURITY

All test booklets, flipcharts, test administration manuals, answer sheets, and supporting materials associated with the UALPA are confidential and secure. No part of any test booklet or other materials listed above may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system. **All test booklets (used and unused), answer sheets (used and unused), and test administration manuals must be returned to the testing coordinator at the completion of test administration each day.**

The UALPA materials are highly secure and should be treated accordingly. Specifically:

- Tests should be handled only by qualified personnel.
- A system should be in place to ensure that all test booklets and answer sheets are distributed and collected in a systematic and secure fashion.
- All test booklets and answer sheets should be accounted for at the conclusion of testing.

The test administrator/proctor is responsible for returning all **used and unused** testing materials (including this *Test Administration Manual*) to the testing coordinator.

## TESTING ETHICS

**Under no circumstances should questions from these tests be taught to or reviewed with students. Copying the test is not permitted.** Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in the loss of teacher licensure.

For further information regarding test security and testing ethics, see the Utah State Board of Education Rule R277-473 at the following URL:  
<http://www.rules.utah.gov/publicat/code/4277/42787-473.htm>

## CHECKLIST FOR TEST ADMINISTRATORS/PROCTORS

### Before Testing:

- Notify students and parents about testing.
- Become thoroughly familiar with this *Test Administration Manual*.
- Organize materials including:
  - a supply of sharpened #2 pencils with erasers (students may not use pens, colored pencils, crayons, or markers).
  - some scratch paper for student use.
  - a copy of the *UALPA Test Administration Manual*.
  - a test booklet for each student.
  - all necessary flipcharts.
  - a pre-printed answer sheet for each student. Any student without a pre-printed answer sheet will need to have his/her information recorded on a blank answer sheet. (Refer to the section Instructions for Coding Blank Answer Sheets.)
  - a “TESTING—DO NOT DISTURB” sign for the door.
  - an extra test booklet and answer sheet available for demonstration purposes.
- Have a roster of the students who are taking the test under your supervision. The roster must include district student identification numbers.
- Obtain the district/school code from the testing coordinator.
- Instruct students to bring a book or something quiet to do.
- Plan for sufficient time to administer each modality. Although each modality is designed to take approximately 30 minutes, students should be given enough time to attempt to answer each question in each modality.
  - Allow extra time for passing out materials and reading directions.
  - If there are students without a pre-printed answer sheet, schedule an additional 5-10 minutes to complete the demographic information on the blank answer sheets. It is appropriate for the test administrator/proctor to prepare the blank answer sheets.
- Avoid interruptions during the test. It is recommended that you notify your school office that testing is taking place and, therefore, interruptions should be made only in the case of an emergency. Circumstances over which the test administrator/proctor has no control (e.g., power failures, fire alarms) may interrupt testing. If such an interruption occurs, instruct students to insert their answer sheets in their test booklets and to close their booklets. When normal conditions are restored, resume testing. Interruptions should not reduce the total amount of time students are given to complete a modality.
- Prepare room:
  - Put the “TESTING—DO NOT DISTURB” sign on the door to the room.
  - Arrange seating so that the students are encouraged to work independently, preferably with the desks facing the front of the room.
  - Students may not use dictionaries or other standard reference materials or have them on their desks. Normal instructional materials such as word walls

and posters displayed in a classroom are not considered standard reference materials and may remain in place.

**During Testing:**

- Ensure that students receive the answer sheet with their specific information pre-printed on it when distributing answer sheets.
- Move around the room to be sure that all students are working on the test when the test session has begun.
- Each student should work alone. There should be no group discussion during any part of the test.
- Be certain that students understand how to fill in the appropriate spaces on their answer sheets.
- Supply the student with a new pencil if a student breaks his/her pencil.
- Keep communication with the students to a minimum.
- Create a positive, non-threatening environment in which students feel as comfortable as possible so students will try to answer every question and to make logical guesses if they are unsure of an answer. Let students know that it is okay if they do not know a specific answer.
- Maintain and oversee the security of all test materials.

**After Testing:**

- Arrange make-up sessions for students who miss part or all of the test.
- Check to see that the student answer sheets are complete and appropriately marked (e.g., demographic section is complete, pencil was used instead of pen).
- Separate test materials as described below:
  - Test booklets (used and unused)
  - This *Test Administration Manual*
  - Student answer sheets (used and unused)
  - A list of students who did not complete the test
- Complete the special codes box on the answer sheet for students who meet the specified criteria. Refer to the section “Marking the Special Codes Box” for specific instructions.
- Organize and return all **used and unused** secure test materials to your testing coordinator.

<b>FREQUENTLY ASKED QUESTIONS</b>
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**If a student is obviously frustrated and cannot do the test, must he/she be forced to continue?**

Test administrators/proctors must use their professional judgment in these situations and the guidance provided in the “Frustration Level” section. If the student is monolingual or pre-emergent, it is entirely appropriate to stop the testing when the student has reached frustration level.

**Can the test be given on a one-to-one (individual) basis?**

In some cases, giving the test on a one-to-one basis will be necessary because of the limited number of English language learners in any particular grade span. All modalities in the Kindergarten grade span are to be given individually. All Speaking modalities are to be given individually. The other modalities are designed to be given in a group. In the case of frustration level having been determined, all modalities may need to be given one-to-one. Although group testing is more difficult to monitor, it is a time-saving strategy.

**What is the best structure for grouping students?**

Students must be grouped by grade spans. Students should be tested in groups of ten (10) whenever possible. If testing must occur in larger groups, group size should never exceed twenty (20) students.

**Why must the test be given on two separate days?**

Testing situations are stressful and fatiguing for all test takers. English language learners testing in a language that is not their native language increases these effects.

Administering the test on two separate days reduces student stress and fatigue.

Additionally, if students are less stressed and less fatigued, the data will be more reliable.

**What should be done if one or more students are engaging in behavior that is disruptive to themselves or other students?**

As the students are coming into the testing site and the test administrator/proctor feels that student behavior might be a problem, before the testing actually begins, the test administrator/proctor needs to clarify what kind of behavior is expected. This should be explicit (e.g., hands to yourself, no talking, no getting out of your seat). Once the test begins and student behavior becomes a problem, the test administrator/proctor needs to approach the student and quietly instruct him/her that his/her behavior needs to change. If this does not rectify the situation, the test administrator/proctor should request that a building administrator deal with the student. Only as a last resort should the student be removed from the testing situation.

**Should students be allowed to return to class after they have finished their tests while other students are still taking the test?**

Students should not leave the testing site until all students have finished. If students know they can leave the testing site as soon as they are finished, it is possible that those who want to leave will randomly mark answers, thus invalidating their score. The test administrator/proctor should have students bring a book or something quiet to do while they wait for the other students to finish.



## INSTRUCTIONS FOR CODING BLANK ANSWER SHEETS

**If appropriate, the test administrator/proctor may complete the information section for the student.**

Only students **without** a pre-printed answer sheet will complete the student information sections of their answer sheets. Have the students locate the form number on their test booklet and transfer the information to their answer document. Walk around the room to make sure that students have filled in the appropriate form correctly.

**When ready to begin having students fill out the demographic section of their answer sheets,**

**Say:** *Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen, colored pencil, or marker on this test.*

Ensure that each student has a sharpened #2 pencil.

**Say:** *I am now going to distribute answer sheets to each of you. Do not write on the answer sheets at this time.*

**Distribute answer sheets to each student. Pause while students become familiar with their materials. As you give the instructions, ensure that students with a pre-printed answer sheet are not completing the information grids.**

**Say:** *If your name is not pre-printed on your answer sheet, you will now complete the information sections on your answer sheet. Point to the sections the student will fill in. If your name is pre-printed on the answer sheet, do not complete this information.*

*It is very important that you complete all of the information carefully and correctly. Listen carefully and follow the instructions exactly as I give them. You will need to complete each step of the instructions for all of the answer sheets I have given you. If at any time you are not ready to continue with the next step, please raise your hand.*

*Turn the answer sheet so that the lines labeled “Last Name,” “First Name,” and “M” are at the top of the page. Demonstrate turning the answer sheet; point to the name fields. Carefully print your last name, first name, and middle initial in the boxes provided. Now darken the circles below the boxes that match the letters you have written. Use the name that matches your school records.*

**Walk around the room to make sure that students are filling in the appropriate section of the form correctly. If there are students whose last or first names are too long for the spaces provided, instruct students to only write in the first fourteen letters of the last name and the first twelve letters of their first name. The last**

column is reserved for the middle initial. Students should not enter apostrophe marks or hyphens.

Pause.

**Check all students' answer sheets before you go on. It is the responsibility of school personnel to verify that students correctly encode their names and all other information if they do not have a pre-printed answer sheet.**

**Say:** *Look at the section labeled "District Student Number." Point to the appropriate section. If you are unsure of your district student number, I can give it to you. Please copy your district student number into the boxes. Enter only one number per box. Make sure you copy the numbers correctly. Now fill in the circles below the boxes that match the numbers you have written.*

Pause.

**If the district student numbers used in your district have fewer than ten digits, have the students start from the left hand column and fill in the numbers as far as they go. If there are not enough numbers to fill in all columns, just leave the rest blank. For example, if the student's number is 1234567, the number will be written as 1234567 with three empty columns remaining. Have students fill in the circles below the boxes that match the numbers written. Students should enter their district student number, not their student statewide identifier (SSID), on their answer sheet. Contact the testing coordinator if you have questions regarding the difference between student's district student number and their SSID.**

**Write your district/school code on the board for students to see. The district/school code is available from the testing coordinator.**

**Say:** *Now, look at the section labeled "District/School Code." Point to that section on the answer sheet. In the empty boxes, write the district/school code you see on the board. Put one number in each box. Then fill in the circles below the boxes that match the numbers you have written.*

Pause.

**Say:** *Now find the section labeled "Grade." Fill in the circle that corresponds to the grade you are enrolled in for this school year.*

Pause.

**Say:** Do not mark in the "Special Codes" box or the "Test Date" box.

Pause.

**Say:** *This completes the information section of the answer sheet.*

## APPENDIX B: COPY OF THE UALPA ORDER FORM

For ordering information and details, contact Sarah West-Moore or Erin Cotten at the USOE.



### Utah State Office of Education: Assessment & Accountability

250 East 500 South	Phone: 801-538-7862
P.O. Box 144200	Fax: 801-538-7845
Salt Lake City, Utah 84114-4200	E-mail: Sarah.Moore@schools.utah.gov

### UALPA ORDER FORM—OCTOBER 2006

School or District:  
Shipping Address:

Telephone:  
Contact Name:

<u>Grade Span</u>	Student Booklet	Test Admin. Manual	Answer Sheets (Pre-print files to Sharon Marsh)
Kindergarten Flipchart		Kindergarten is one set consisting of one flipchart with the four modalities and one administration manual.	
1-2 (L, R, W)			Grades 1-2 are consumable test booklets, order one per student with one administration manual
3-6 (L, R, W)			
7-8 (L, R, W)			
9-12 (L, R, W)			
Elementary Speaking Flipchart		Elementary (grades 1-2 and 3-6) and Secondary (grades 7-8 and 9-12) Speaking flipcharts are ordered one per administrator and administration directions are included in the appropriate grade-span's administration guide.	
Secondary Speaking Flipchart			

Signature \_\_\_\_\_

Date: \_\_\_\_\_

- ◆ Kindergarten is one set consisting of one flipchart with the four modalities and one administration manual.
- ◆ Grades 1-2 are consumable test booklets, order one per student with one administration manual for each certified ELL administrator.
- ◆ Student Booklets for all grade spans except Kindergarten include Listening, Reading, and Writing modalities.
- ◆ Elementary (grades 1-2 and 3-6) and Secondary (grades 7-8 and 9-12) Speaking flipcharts are ordered one per administrator and administration directions are included in the appropriate grade-span's administration guide.

## APPENDIX C: INFORMATION TECHNOLOGY PRE-PRINT INFORMATION/OPTIONS

A UALPA pre-print file will be required from each LEA prior to any UALPA testing in the 2006-07 school year. Such testing is scheduled to begin in October. USOE Computer Services will be returning bar-coded labels that the LEA will then apply to the UALPA multiple-page test documents to be acquired from the USOE Computer Services section. **For students taking the UALPA for the first time, test documents will need to be hand-bubbled since those students will not have been identified as ALS students in the LEA SIS.**

The UALPA pre-print file definition will be the standard USOE specification also used for the CRT, DWA, Iowa and UBSCT. The same pre-print upload website and process will also be used. LEAs can also request from the USOE that returned labels be sorted in a variety of ways, such as by school and/or grade. **However, the scheduling of the pre-print uploads and the students included in the file will differ from processes done for other testing.**

An ALS student will be tested just once per year, either as a returning ALS student to determine performance scores, or as a new student. If a new student is placed as an ALS student, then the placement score also becomes his/her initial performance score. For the returning student the UALPA is to be administered within weeks of the day and month the student was initially identified as an ALS student and subsequently entered the LEP program. This could have occurred in the prior year or multiple years in the past. For the purposes of describing process options below we will call this day and month the ALS student's **entry date**. The USOE understands that this date may vary in accuracy in many cases since it has not played such a pivotal role in the past.

However, it must be noted that many LEAs employ different schedules for testing of ALS students. Ultimately, [districts determine testing schedules for their students based on their own OCR plans and means of testing the students](#). Some test a school each month, and some do all of one grade per month.

Given the very tight timeframe in which the LEAs have to respond to these changes, the **USOE is suggesting two options for submitting pre-print files and handling the returned labels for 2006-07**. Both options may be used in subsequent years, but option number 1 is recommended as an ongoing practice.

Option 1: Request and stockpile labels one month at a time.

On a periodic basis, probably once a month, the LEA will submit a pre-print file to the USOE containing records of returning LEA students whose **entry date** will be occurring in the next month. In order for labels to be returned to the LEA before the beginning of the next month, the pre-print file must be received by the USOE at least 10 working days prior to the end of the current month. The USOE will pre-print and send the labels back to the district.

Once the LEA receives the labels for a given month, LEP staff, working off a list of students to be tested that month, will apply labels to the appropriate number of test documents and administer the tests.

**Impact on LEA IT:** The LEA's SIS will need to be able to produce a pre-print file of just those ALS students whose **entry date** will be occurring in a given month. Likewise, the SIS will need to be able to produce a list/report of those same students

## Option 2: Request and stockpile labels once a year.

Prior to the first UALPA testing of the school year, the LEA will submit a pre-print file to the USOE containing records of all the LEA's students. In order for labels to be returned to the LEA before the beginning of the first UALPA testing the pre-print file must be received by the USOE at least 10 working days prior to the first UALPA testing of the year. Before any labels are printed, the USOE will filter out all students except those indicated as being ALS students. The USOE will pre-print and send the labels back to the LEA.

Once the LEA receives the labels for the year, the ALS staff, at the beginning of each month and using a month by month list of students to be tested (based on entry date), will apply labels to the appropriate number of test documents and administer the tests.

Although this option may be relatively easy technologically, it puts a bigger burden on LEAs where there is a big in-migration of ALS students throughout the year. All of these students would need to have their answer documents hand-bubbled like first-year ALS students.

**Impact on LEA IT:** The LEA's SIS will need to be able to produce a list/report of those students whose **entry date** will be occurring in a given month.